

Task 4: Module A Analytical Response

Due Date: Thursday 3rd July 2025 (Period 1)

Task Distributed: Thursday 19th June 2025

Unit: Module A: Language, Identity and Culture

Task Type: In-Class Task (extended response)

Task Weighting: 20%

Outcomes: EN12-3 EN12-5, EN12-6, EN12-7, EN12-8

Task Description

In class on **Thursday 3rd July (Period 1)**, you will write an extended analytical response. You will have **40 minutes** writing time for this response. You will need to write a full response (4-6 pages) to **ONE** of the following questions; you will be told which of the following questions on the day of the assessment task.

Question 1

“Language is the road map of a culture. It tells you where its people come from and where they are going.”
- *Rita Mae Brown*

Explain how ideas in this statement highlight the way language reveals or affirms cultural experiences. In your response, make close reference to THREE poems you have studied.

OR

Question 2

‘ A people without the knowledge of their past history, origin and culture is like a tree without roots.’
- *Marcus Garvey*

Considering the above statement, in what ways have THREE poems you have studied affirm the role of culture in an individual’s sense of self?

In preparation for this assessment task, you may bring a HARD COPY assessment scaffold. The template for this scaffold was uploaded to Google Classroom the day the notification was distributed. This scaffold is to include **quotes and techniques** (ONLY) from your prescribed text. For this scaffold to be permitted in this assessment, it should:

- be TYPED and adhere to the following conventions: 11pt, Arial, single spaced
- must still fit into ONE SINGLE SIDED A4 PAGE with the original margins.
- may use bullet points and/or coloured highlighting
- **only contain quotes and techniques**. There is NO REFERENCE to themes, character names, point sentences, context etc.

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- ANALYSE – Identify components and the relationship between them; draw out and relate implications
- EVALUATE – Make a judgement based on criteria; determine the value of
- EXPLAIN – Relate cause and effect; make the relationships between things evident; provide why and/or how

Check the NESA Glossary of Key Words for further guidance

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

This task will be completed in exam conditions during the designated period on **Thursday 3rd July**. Students must bring the required equipment, which is a blue or black pen and their approved assessment scaffold. ***Students will be required to print the assessment scaffold themselves in preparation for this task.***

The specific assessment question and writing booklets will be provided. Only your pre-approved assessment scaffold will be able to be brought into the examination room.

DRAFTS- Students will NOT be permitted to submit a draft of this assessment. However, students should seek feedback from their teacher on their selection of evidence in their plan.

This scaffold will be checked in the lesson before the assessment task. If your scaffold has not been approved/checked by the day of the task, you will not be permitted to bring this support into the task.

To help prepare for this task, use the following checklist:

- I have revised the Module A Rubric and understand the key concerns of the Module
- I have studied all the class notes, Google Classroom activities and other resources for this Module
- I have revised my annotations and SPEC/SLIMS tables for three of the poems prescribed for this Module
- I have revised both the structure of an extended response and relevant PETAR paragraphing
- I have considered and implemented the feedback from my teacher through my formative homework tasks in the development of my paragraphs for the body of my extended response.

Teacher Feedback and Student Self-Reflection

- The task will be returned to students within TWO school weeks of the due date.
- At this time feedback including information on how to improve will be provided through teacher annotations, general markers comments and marking guidelines. Students should consult all carefully to inform their future improvement for the Trial HSC and final HSC exam.
- Students can clarify or seek further feedback by speaking with their teacher or the specific marker of the respective section of the exam.
- Upon return of the task, students will also be expected to complete a self-reflection. This will be done in class with the classroom teacher and will involve goal setting for the HSC.

How does this link to my learning?

The completion of this assessment will prepare students for Section 2 of Paper 2: Modules of both their Trial HSC Exam and final HSC Examination. Students need to develop skills in planning their response in relation to the specific elements of their module, and reproducing this in exam conditions.

Assessment Procedures

All students should be fully aware of the school and NESA assessment procedures. Students who are absent from the examination, or have a legitimate reason for missing the task, must notify the school before the exam commences. To avoid a zero mark being awarded, any absence must be supported by valid misadventure/illness documentation as outlined in the Year 12 Assessment Guide. Students should access this guide for more information.

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SAMPLE MARKING GUIDELINES

MARKING CRITERIA	MARKS
<ul style="list-style-type: none"> ● Composes a comprehensive analytical response which effectively addresses the question. ● Presents an effective response using relevant, detailed textual knowledge ● Organises, develops and expresses ideas effectively using language appropriate to audience, purpose and form 	17-20
<ul style="list-style-type: none"> ● Composes a competent analytical response which clearly addresses the question. ● Presents a competent response using relevant textual knowledge ● Organises, develops and expresses ideas competently using language appropriate to audience, purpose and form 	13-16
<ul style="list-style-type: none"> ● Composes a sound response which addresses the question. ● Presents a response using some textual knowledge ● Organises, develops and expresses ideas using language appropriate to audience, purpose and form 	9-12
<ul style="list-style-type: none"> ● Describes aspects of the texts studied with some reference to the question. ● Presents a response using limited textual knowledge. ● Attempts to organise a response in a limited way. 	5-8
<ul style="list-style-type: none"> ● Attempts to describe aspects of the texts studied. ● Attempts to organise a response in an elementary way. 	1-4